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ABSTRACT

This final report discusses the activities and outcomes of a federally funded project designed to prepare leadership personnel in the area of adapted physical education. An element unique to the project was the successful collaborative effort of personnel and resources from the University of Utah and Oregon State University used in the preparation of doctoral level students. Technological advancement in distance education enabled two major research universities to link students and faculty to improve the quality of the learning experiences for students. Course work, field experiences, and scholarly research efforts were implemented to ensure graduates played a significant role in improving the quality of physical education offered to the students with disabilities. Each university has been successful in identifying qualified students and providing direction and guidance in their doctoral programs. Bi-weekly distance education seminars and satellite broadcast of classes has allowed students to broaden their understanding of adapted physical education. The program has successfully graduated 10 students and two have completed all requirements but the dissertation. Additional students have entered the program and will be completing the requirements for the degree using funding from outside sources. Charts indicate the status of the 18 students and a management plan for the project. (CR)

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Final Report of Preparation of Leadership Personnel in Adapted Physical Education Award #H029D70026

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I. Cover Sheet (see attached)

II. Project Summary

The project responded to a significant need for preparing leadership personnel in the area of adapted (special) physical education. A unique element to this proposal was the successful collaborative effort of personnel and resources from the University of Utah and Oregon State University used in the preparation of doctoral level students. Technological advancements in distance education enabled two major Research I universities to link students and faculty to improve the quality of the learning experiences for our students. Coursework, field experiences and scholarly research efforts were implemented to insure our project graduates play a significant role in improving the quality of physical education offered to the students with disabilities.

Each university had been successful in identifying qualified students and providing direction and guidance in the respective doctoral programs. Bi-weekly distance education seminars and satellite broadcast of classes has enabled students from two excellent institutions to broaden their understanding of adapted physical education. Qualified students were recruited into our programs and successfully engaged in academic related experiences leading to completion of the doctoral degree and assuming positions of leadership in our profession.

III. Project Status

Goals and objectives detailed in the original proposal were successfully met. Each goal will be re-stated below with comments on specific progress made during the project. The management plan detailed on pages 25-27 of the original proposal has been followed, with no significant deviations from the plan.

Goal 1.0: *To graduate 15 doctoral level individuals who have knowledge, practicum experience, research skills to serve as effective teachers, scholars, and leaders in the field of adapted (special) physical education.*

This goal was partially met as ten students graduated and two have completed all but the dissertation. Eight of graduates were from Oregon State University and two from the University of Utah. Two additional students (one from each university) have moved onto professional positions, but still need to complete the final aspect of their respective programs in the completion of the dissertation defense. In each case, the research study has been successfully completed, yet the final examination is pending. One student, who completed all aspects of the program except for the dissertation, chose to withdraw from the program for personal reasons. He has remained as a teacher of adapted physical education but decided that at this time, he is unable to devote sufficient time to his research to complete the degree. He remains as a leader among his peers in the teaching profession. It should be noted that each university has two doctoral students from an under-represented minority groups. All students are being advised in

appropriate coursework, participate in our doctoral seminar via distance education, and are actively engaged in practicum related experiences. Additional students have entered the program and will be completing the requirements for the degree using funding from outside sources (other grants or departmental assistantships). It was disappointing that the University of Utah was only able to complete the doctoral work on two of the students, though extenuating circumstances have affected the students' timeliness to completion. Every effort is being made to address these concerns.

Goal 2.0: *To improve the quantity and quality of physical education services available to the nation's students with disabilities.*

This has been accomplished both directly and indirectly. Some of the doctoral students have direct service responsibilities in the supervision of students in physical activity experiences. At Oregon State University, there is an on-campus clinical program for 80 children with disabilities. Doctoral students there have direct responsibilities in planning and implementing individualized educational programs. One doctoral student each term at OSU has also been co-teaching an undergraduate class in adapted physical activity (EXSS 444 Adapted Physical Activity), thereby improving the knowledge and abilities of students in teaching children with disabilities. Two of the doctoral students at University of Utah, are still practicing teachers of special physical education, and thus directly impact the lives of children with disabilities. One doctoral student from the University of Utah has resumed her faculty role at the University of Puerto Rico, where she teaches adapted physical education classes.

Indirectly, as our graduate students became more qualified to take on leadership responsibilities in their respective communities, and in our profession, they will positively impact the lives of persons with disabilities. This will include increasing the opportunities available in the community, advocating on the educational and social rights for persons with disabilities and serving as a role-model for undergraduate students who will ultimately go out and teach others.

Goal 3: *To disseminate the training procedures and outcomes of the project to other colleges/universities for their possible adaptation and modification.*

The formal dissemination was accomplished through presentations at professional meetings including AAHPERD, NCPERID and National Conference on Physical Activity for the Exceptional Individual held annually in California and the International and North American Adapted Physical Activity Conferences. In addition, three other doctoral programs in adapted physical education have been contributing to the teleconference doctoral seminar. This includes representatives from University of Virginia, Texas Women's University, Ohio State University, Northern Illinois University and Washington State University.

Goal 4: *To cooperate with other agencies and institutions of higher education in preparing personnel who are responsive to the needs of students with disabilities.*

The project director served on the Oregon Cooperative Personnel Preparation Council. In addition, each project director is an active member of professional organizations related to special physical education, including AAHPERD, NCPERID, TASH, CEC and ACSM. As stated in Goal 3, efforts are being made to facilitate teleconferencing with other institutions of higher education. The interaction with other universities, has been perceived as valuable, but as of yet it is not reciprocal. Students and faculty attended various national conferences and disseminated information about the project. These meetings included CEC, AAHPERD, National Physical Activity Conference for the Exceptional Individual, ACSM, and NCPERID. All of these related educational experiences enriched the student's perspectives on adapted (special) physical education.

Goal 5: *To develop a model in which distance education can be effectively incorporated in inter-institutional doctoral programs.*

As our model project develops, elements of success v. disappointments will be examined. Efforts will be made to improve the quality of distance education pedagogy. One class, EXSS 547 Mainstreaming in Exercise and Sport Science was taught by Jeff McCubbin during Year I of the project, via remote satellite from the Oregon State University campus. Students from the University of Utah also enrolled in the class, as were seven adapted physical education teachers from around the State of Oregon. Due to a change in university calendars (Utah went from quarter system to semester system), this was not conducted again. The course was taught around the State of Oregon, yet there was insufficient enrollment to justify the distance broadcast costs. Throughout the project a bi-weekly doctoral seminar was scheduled between University of Utah and Oregon State University. This has been occurring throughout the academic year, and recently a third remote site (from other doctoral programs) was added to increase student exposure to outstanding faculty from around the United States. External guest participants have included Dr. Martin Block, University of Virginia; Dr. Ron French, Texas Women's University; Dr. David Poretta, Ohio State University; Dr. Michael Bullis, University of Oregon; Dr. Laurie Zittel, Northern Illinois University, Marcel Bouffard from University of Alberta, Geoffrey Walkley from RMIT University in Melbourne Australia, Robert Steadward and Garry Wheeler from the Steadward Centre at the University of Alberta, Canada.

IV. Budget Information

The budget developed for this project was adequate to support the activities of the project within the guidelines as stipulated by OSEP. Efforts were made to reduce the requested amount from total of federal and nonfederal funds of $943,158 to total federal funds of $591,864, based upon efforts to institutionalize the project. Oregon State University and the University of Utah have

committed resources that include personnel, facilities, graduate tuition costs, and student stipends. Funds were expended at the rate

expected, with the exception of using a small amount of carryover funds remaining from our past leadership training project and the likelihood of under budget technology funds. Carryover of funds did occur and were finally spent, in conjunction with a current leadership project. All funds spent have been directly related to the project goals and objectives.

The Project Director made every effort to ensure that the funds budgeted for this project went toward preparing doctoral students to become teachers, scholars, and leaders in the area of special physical education. Only .15 FTE of the project director's and .10 FTE of the Co-director's salary were requested to ensure their time could be fully allocated to advising, mentoring and teaching doctoral students.

It should be noted that two doctoral students funded by the Project received a total of three external grants to support their dissertation research. One grant came from a national level agency and two came from a local foundation on Health and Human Performance. The total funds are approximately 45,000 enabling these students to gain valuable experience in developing proposals for funding.

V. Supplemental Information/Changes

There were no substantial changes made in the project activities or outcomes. As allowed, efforts were made to incorporate additional universities in the distance education component of our project. While this was not initially budgeted, costs associated with this have been maintained or slightly reduced and efforts to provide additional educational experiences for the students have been realized with no additional expenditures. Time necessary for class-related logistics of planning and implementing the distance education classes was underestimated. Students valued the participation in distance delivered programs and contacts with other professionals have been invaluable to enable students to interact with a wide-range of professionals in the area of adapted physical education.

Doctoral Student Completed: Oregon State University and University of Utah Inter-institutional Leadership Preparation Project

Name	Institution of Higher Education	Current Employment Location	Graduation Date	M.S. Degree Location	B.S. Degree Location
Hannigan-Downs, Steve	Oregon State University	CSU Chico	1997	Cal State Hayward	Cal State Hayward
Kasser, Susan	Oregon State University	University of Vermont	1997	Illinois State University	University of New Hampshire
Lytle, Rebecca	Oregon State University	CSU Chico	1999	California State-Chico	California State-Chico
Stanish, Heidi*	Oregon State University	St. Francis Xavier University	1999	Dalhousie University	Acadia University
Draheim, Chris	Oregon State University	University of Minnesota	2000	University of Minnesota	Mankato State University
Summers, Louisa	Oregon State University	Eastern Kentucky University	2000	University of the Pacific	University of the Pacific
Nguyen, Kim	Oregon State University	University of Alaska	ABD	Humboldt State	Humboldt State
Manns, Patricia	Oregon State University	University of Alberta	2001	University of Saskatchewan	University of Saskatchewan
Garner, Dena	Oregon State University	Oregon State University	2002	University of South Carolina	Furman University
Banola, John	Oregon State University	Student	Anticipated 2003	Cal State Fullerton	Cal State Northridge
Kosma, Maria*	Oregon State University	Student	Anticipated 2003	European Masters Degree	University of Athens
Foley, John	Oregon State University	Student	Anticipated 2004	Cal State Hayward	Cal State Hayward
Kim, SoYeun*	Oregon State University	Student	Anticipated 2004	European Masters Degree	Seoul National University
Rauzon, Terri	U of Utah	Salt Lake City School District	1999	U of Utah	U of Utah
Loo, Maile	U of Utah	Asst. Principal Granite School District	2000	Brigham Young University	Brigham Young University
Stratton, Wendy	U of Utah	Student	Anticipated 2003	Oregon State University	Cal State Fresno
Diaz-Urbina, Gloria	U of Utah	University of Puerto Rico	ABD	University of Puerto Rico	University of Puerto Rico
Streicher, C.**	U of Utah	Alpine School District	Withdrew	Humboldt State	California State-Fullerton

ABD – All but dissertation
* On departmental assistantships
** Withdraw for personal reasons

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Personnel Loading Chart

Position Title	Highest Degree	University	Academic Rank	Tenure (X)	FTE Allocated to Grant	FTE Charged to Grant
Project Director	Ph.D.	OSU	Professor	X	.25	.15
Project Co-director	Ph.D.	U of U	Associate	X	.15	.10
Project Consultant	Ed.D.	U of U	Professor	X	.05	.00
Faculty Member	Ph.D.	OSU	Assistant		.15	.00
Faculty Member	Ph.D.	OSU	Associate	X	.08	.00
Faculty Member	Ph.D.	OSU	Associate	X	.10	.00
Faculty Member	Ph.D.	OSU	Associate	X	.10	.00
Faculty Member	Ph.D.	U of U	Professor	X	.05	.00
Faculty Member	Ph.D.	U of U	Assistant		.05	.00
Faculty Member	Ph.D.	U of U	Research Assistant		.08	.00
Faculty Member	Ph.D.	OSU	Professor	X	.08	.00
Faculty Member	Ph.D.	OSU	Associate	X	.08	.00
Faculty Member	Ph.D.	OSU	Associate	X	.08	.00
Secretary	B.S.	OSU	Classified	N.A.	.25	.25

TABLE II. *Management Plan*

Month	Activity	1997	1998	1999	2000	Person Responsible
DEC	Meet with project staff to review project goals and objectives				X	J. McCubbin, H. Henderson
	Collect data and review current student progress for Fall Term (Evaluation Concern A)				X	J. McCubbin
JAN	Winter term classes begin				X	Instructional Faculty
	Submit assistantship notice to affirmative action office for approval				X	J. McCubbin, H. Henderson
FEB	Initiate recruiting effort/send letters to colleges and universities, post info on WWW				X	J. McCubbin, H. Henderson
	Respond to inquiries regarding doctoral level training at OSU/UU				X	J. McCubbin, H. Henderson,
	Conduct Winter term classes				X	Instructional Faculty
	Monitor Field Experience				X	D. Collier
	Initial Discussion for field experience activity for Spring term				X	D. Collier, J. McCubbin, H. Henderson
MAR	Attend AAHPERD meeting for purposes of student recruitment and dissemination of project information				X	J. McCubbin, H. Henderson
	Submit continuation proposal for Year II				X	J. McCubbin
	Confer with project advisory committee				X	J. Dunn, J. McCubbin, H. Henderson
	Complete Winter term classes				X	Faculty, students
	Submit formal doctoral program for committee approval				X	Student
APR	Initiate Spring term classes				X	Instructional Faculty
	Review students' current progress for Winter term (Evaluation Concerns A & B)				X	J. McCubbin, H. Henderson
	Notify applicants of their admission and receipt of an assistantship pending approval of our project					J. McCubbin, H. Henderson, U of Utah & OSU Grad School
	Attend national meeting of CEC				X	J. Dunn ,J. McCubbin, H. Henderson
MAY	Communicate with advisory committee regarding grant award				X	J. McCubbin, H. Henderson
	Notification of Continuation award				X	
	Continue Spring term classes				X	Instructional Faculty
JUNE	End Spring term classes				X	Instructional Faculty
	Begin Summer school classes				X	Instructional Faculty
	Prepare and have students take preliminary written and oral examination				X	Students

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	Attend annual meeting of National Consortium for Physical Education for Individuals with Disabilities				X	J. Dunn, J. McCubbin, H. Henderson
	Certify that students have fulfilled language requirement (if applicable)					Students Advisor and committee
JULY	Teach Summer school classes				X	Instructional Faculty
	Collect and review data for Concerns A & B, Spring term				X	J. McCubbin, H. Henderson
	Meet with project staff to review goals and objectives				X	J. McCubbin and Advisory committee
	Present prospectus for approval				X	Student
AUG	Complete Summer term classes				X	Instructional Faculty
	Present and defend dissertation				X	Student
	Finalize degree requirements				X	Student and committee
	Conduct year-end evaluation and write report				X	J. McCubbin
	Collect and review data for Evaluation Concern D - Impact of Project				X	J. McCubbin, H. Henderson
	Develop articles on project for purposes of dissemination				X	J. Dunn, J. McCubbin, H. Henderson
SEPT	Orient and advise new students				X	J. Dunn, J. McCubbin, H. Henderson
	Meet with project faculty				X	J. McCubbin, H. Henderson
	Share project outcomes with students, faculty, and other institutions of higher education				X	J. McCubbin, H. Henderson
OCT	Teach Fall term classes				X	Instructional Faculty
	Assist students with data collection				X	Major Advisor and committee
NOV	Continue Fall term classes				X	Instructional Faculty
DEC	Complete Fall term classes				X	Instructional Faculty
Year-round	Conduct Teleconference Seminar				X	J. McCubbin, H. Henderson
	Confer with Project Advisory Committee				X	J. Dunn J. McCubbin, H. Henderson
	Collect and review data for evaluating Concerns A & B				X	J. McCubbin, H. Henderson
	Develop papers to present and publish regarding this project, its activities, and outcomes				X	J. Dunn, J. McCubbin, H. Henderson

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